



Use Of POW+TREE With Self-Regulated Strategy Development To Improve The Writing Skills Of Students With High-Incidence Disabilities



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Self-Regulated Strategy Development (SRSD)

SRSD There are six steps in SRSD which are introduced over the course of many lessons Harris, Graham, Friedlander & Laud (2013). Steps may be retaught until mastered.

1. Discuss it
2. Develop background knowledge
3. Model it (Think aloud)
4. Memorize it
5. Support it
6. Independent Practice

POW + TREE

Based upon the lessons of Harris, Graham, Mason & Friedlander (2008), the POW+TREE mnemonic was used as an evidence-based strategy to help students organize notes and demonstrate pre-writing.

Students A, B, C, and D were provided with a graphic organizer and transition word bank:

Pick my idea _____
Organize (see TREE below)
Write more _____
+ _____
Topic sentence _____
R1 _____
E _____
R2 _____
E _____
R3 _____
E _____
Ending: Wrap it up _____

Transition Word Bank:

First
Second
Third
Fourth
Fifth

Another
Also
A different
One more
Next
My final
Finally

Developing Background Knowledge

Students A, B, C, and D were given explicit instruction on:

- Brainstorming as an integral part of the writing process
- Organizing notes and prioritizing ideas
- Writing a topic sentence
- Using transition words effectively
- Writing a meaningful concluding sentence

Engaging Prompts

Used "Would You Rather?" scenarios to motivate students to write. Some examples:

Would you rather...

Be trapped in a video game or a TV show?

Would you rather...

Inherit \$100,000 or the key to a safety deposit box in a Swiss Bank?

Would you rather...

Spend your life in a treehouse or a cave?

Results

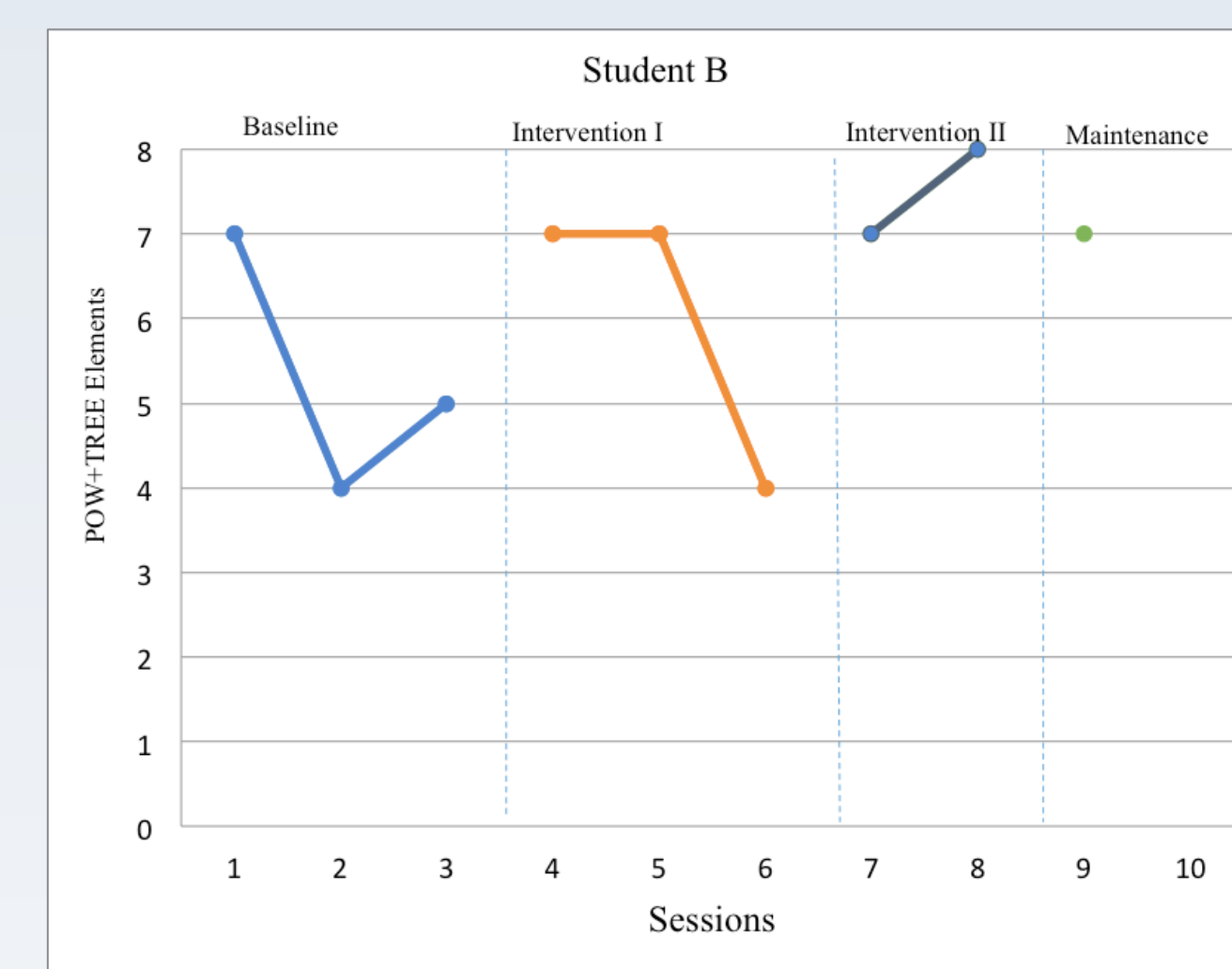
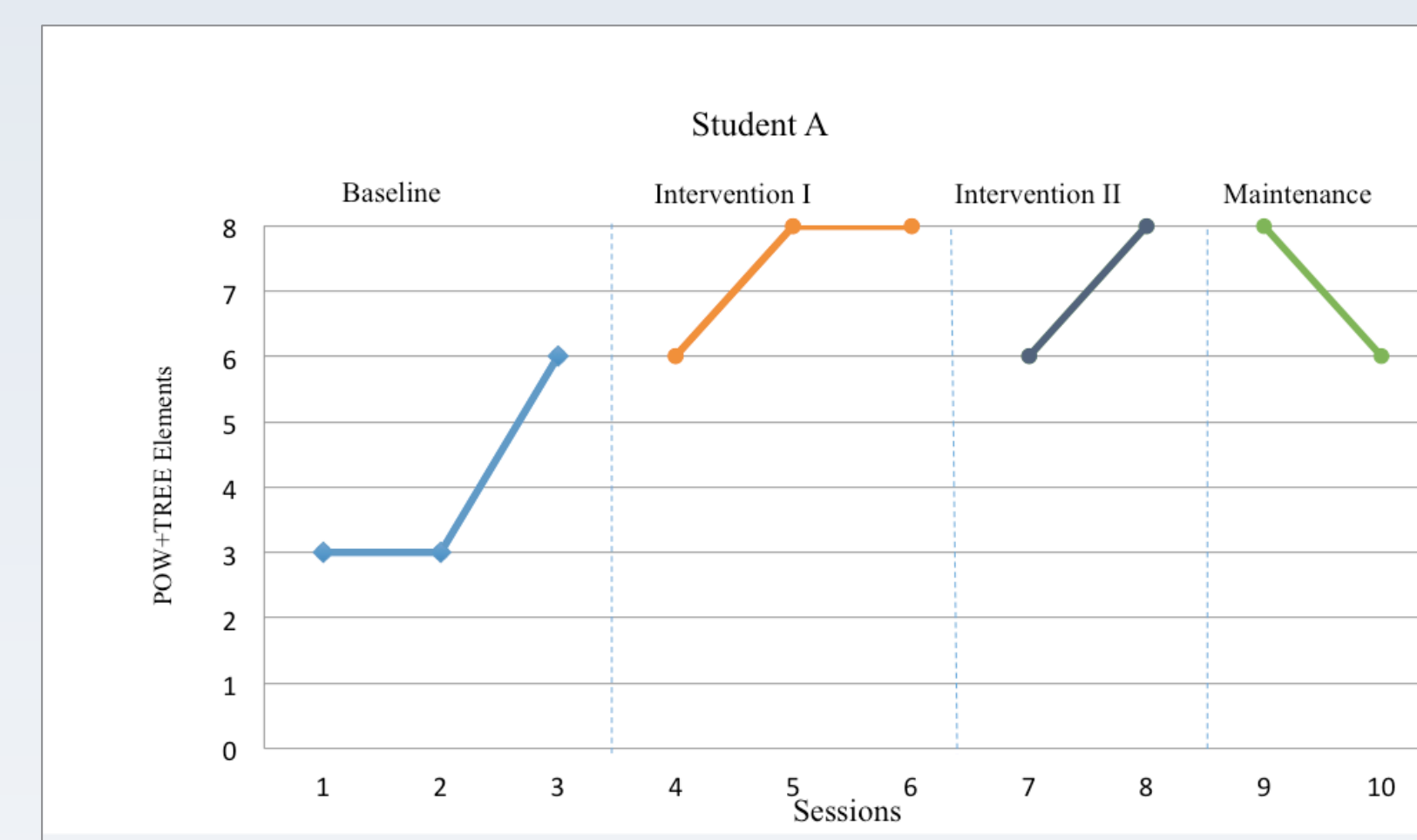
Students' Scores On Written Paragraphs Based On High School Rubric

	Baseline	Post	Percent change
Student A	6	11	83.33%
Student B	9	13	44.44%
Student C	8	14	75.00%
Student D	6	11	83.33%

Note: Total possible score was 16, with 0-4 points awarded per category: Thesis, Organization, Content and Elaboration, and Language and Style.

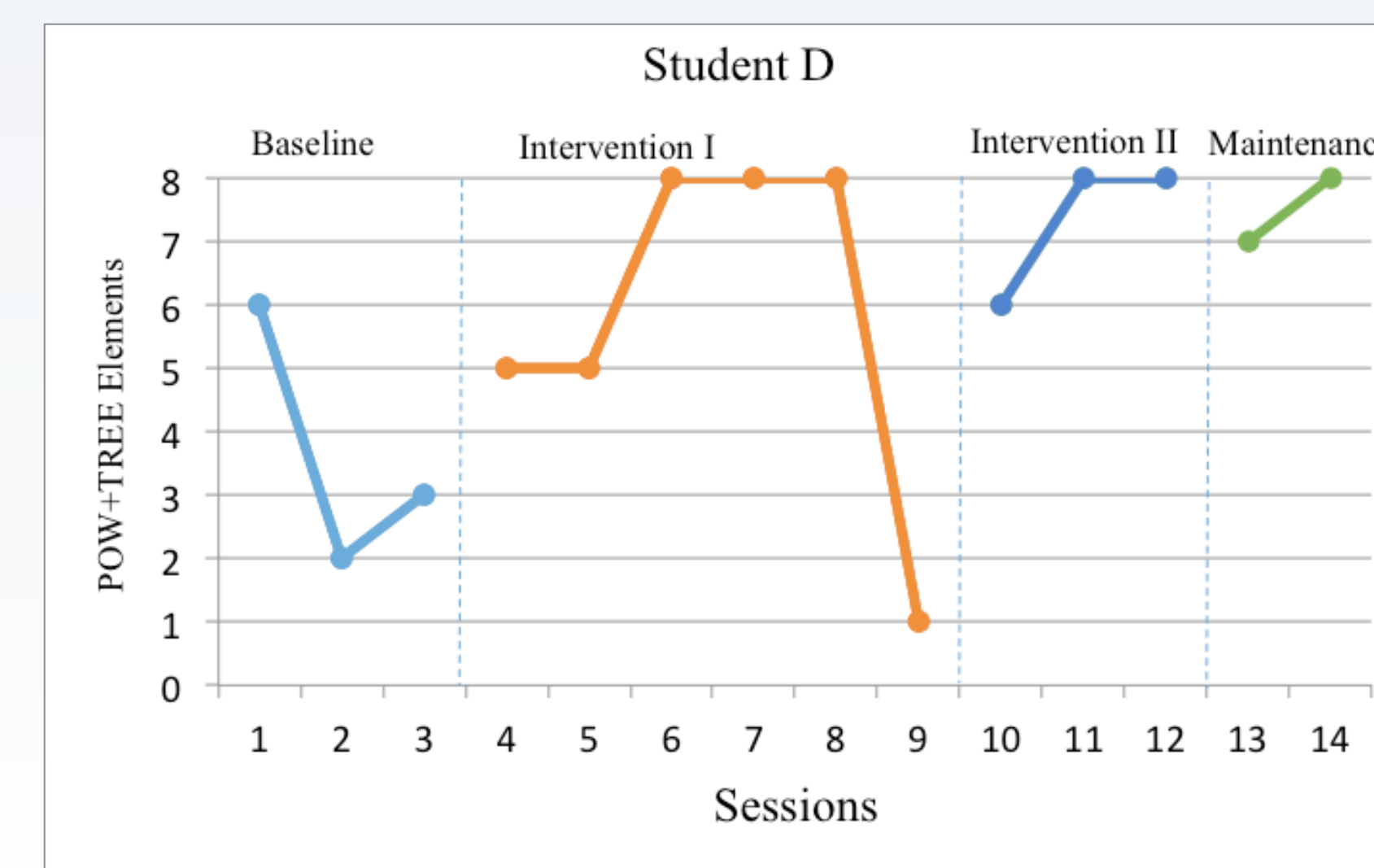
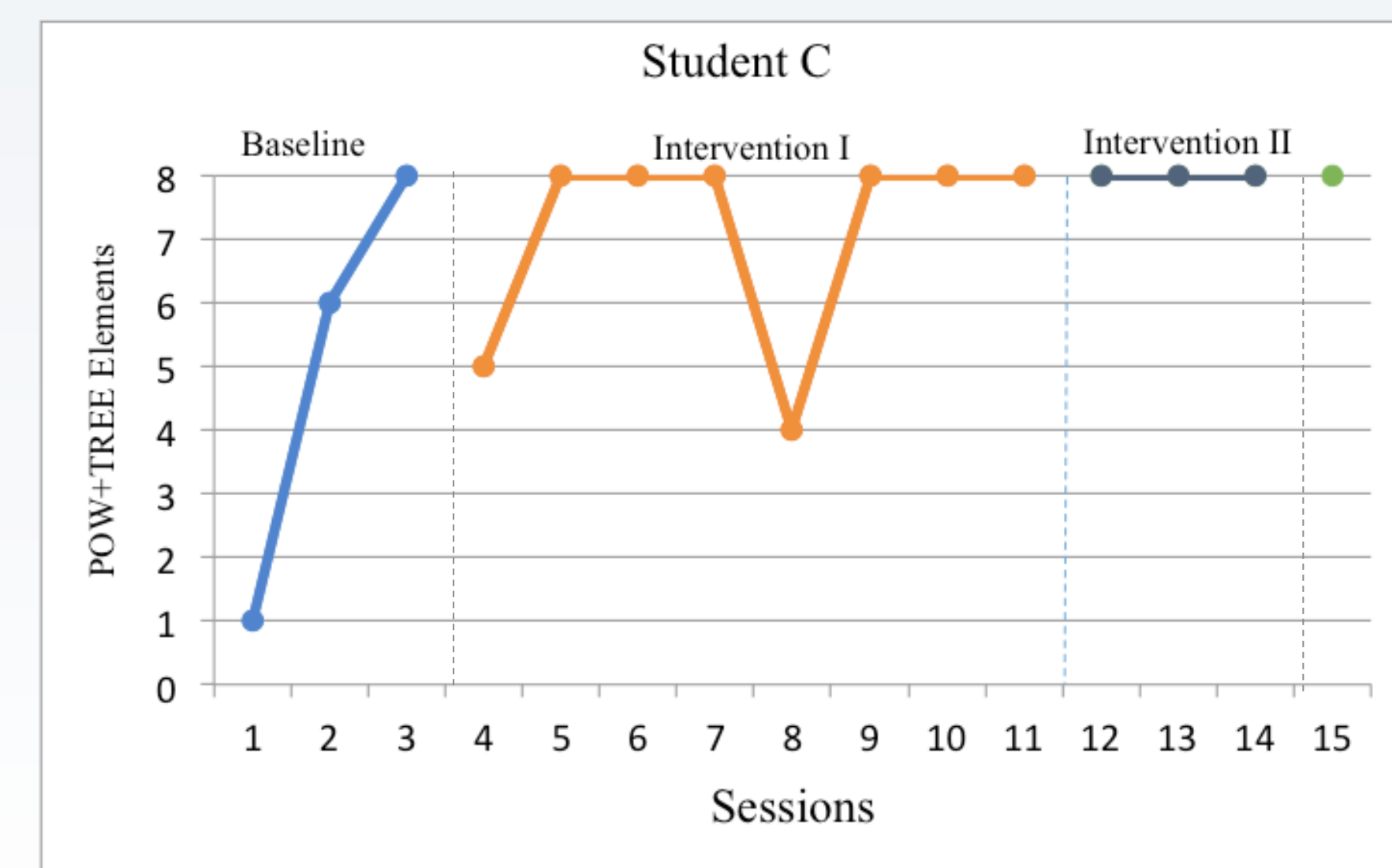
Overall findings suggest that after introducing Students A, B, C, and D to POW+TREE with SRSD, they:

- ✓ Improved the quality of their paragraphs
- ✓ Improved their total points earned on the school's writing rubric
- ✓ Collectively and individually improved on the number of categories which achieved at least "Meeting Expectations" on the school's writing rubric
- ✓ Increased the number of details and supporting evidence in their written work as evidenced by an increase in POW+TREE elements included in their paragraphs.



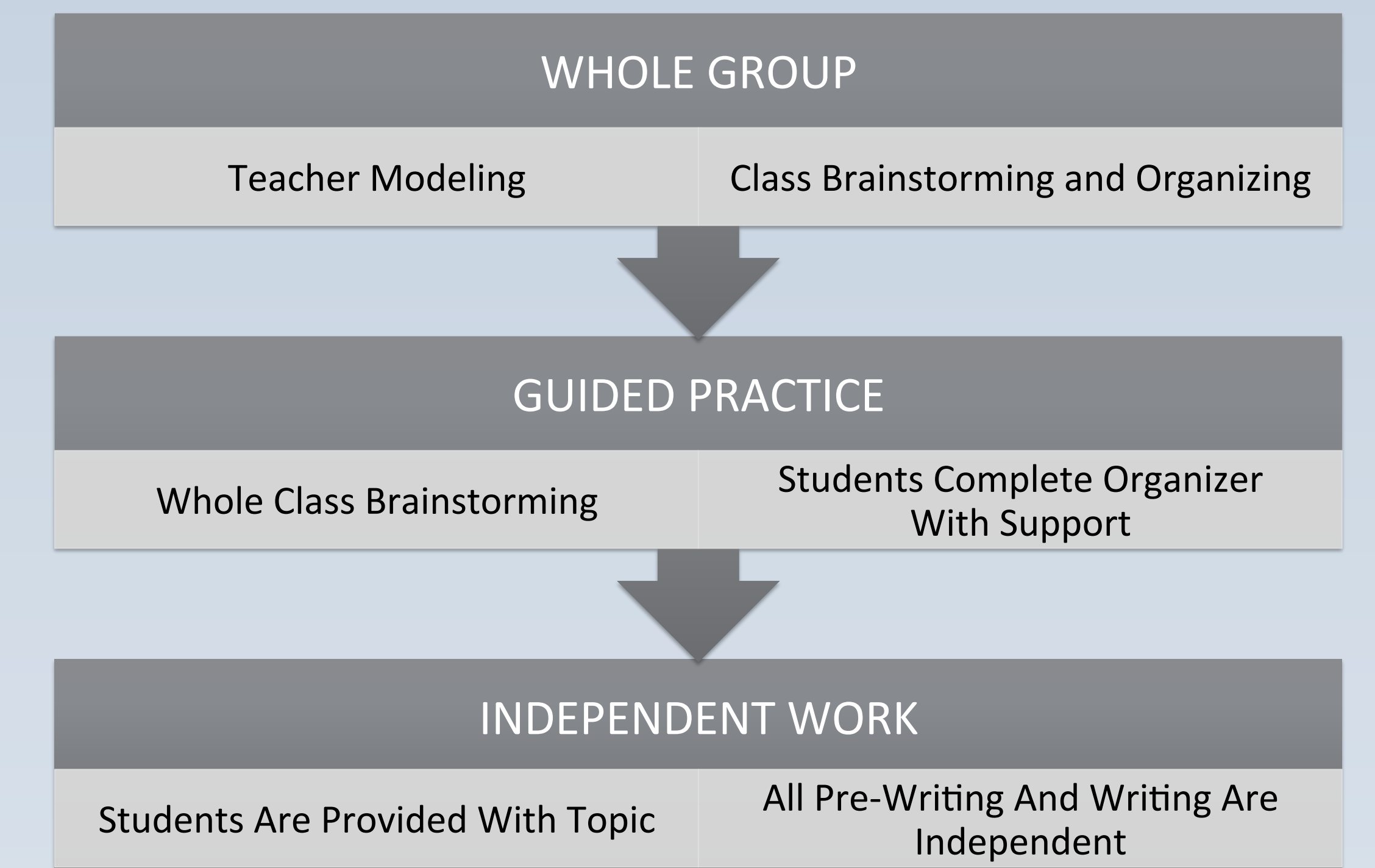
Writing Instruction Support

Baseline – Limited/None
Intervention I – Teacher and peer support
Intervention II – Limited teacher support
Maintenance - None



Fading Of Support

As part of the SRSD framework, supports were faded to promote independent use of the POW+TREE strategy (Harris, Graham, Friedlander & Laud, 2013).



Next Steps

- Direct instruction on how to use POW+TREE for essays
- Teach strategies for argumentative writing
- Put more emphasis on meeting rubric requirements

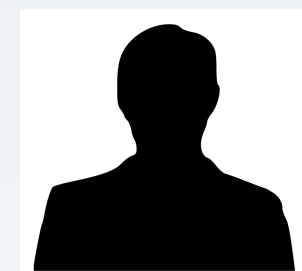
Recommendations For Future Research

- Add peer review component
- Use consistent planning and writing times
- Try computer-based graphic organizer

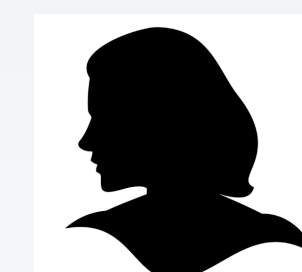
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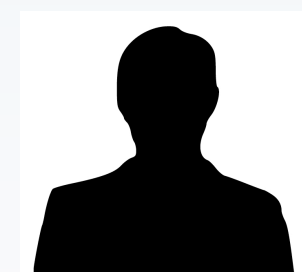
Participants



Student A – Boy, Grade 11, 16-years-old Specific Learning Disability



Student B – Girl, Grade 11, 16-years-old Specific Learning Disability



Student C – Boy, Grade 9, 14-years-old Speech and Language Disorder



Student D – Boy, Grade 9, 14-years-old Emotional Disturbance and Attention Deficit and Hyperactivity Disorder